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ABSTRACT

This book makes a scholarly contribution to the debate about standardized testing in American education by using the methods of discourse analysis to examine not only representative material from reading tests but also children's responses to it. The book is particularly attentive to the role of culture in shaping children's understanding of what they read. It is divided into four broad parts: Introduction; Testing Reader Parsimony; Testing Reader Flexibility; and Conclusions. Under Part 1 is the following chapter: (1) Context of the Study. Under Part 2 are these chapters: (2) Truncated Narratives; (3) Excerpted Narratives; and (4) Gapped Narratives. Under Part 3 are these chapters: (5) Shifting Frames; (6) Resolving Polarities; and (7) Changing Registers. Under Part 4 is this chapter: (8) Implications of the Study. Two appendixes contain the Corpus of Test Units and Results of Pilot Testing. (Contains a glossary, an author index, a subject index, and 111 references.) (NKA)

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